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ABSTRACT

Teacher competency testing is not new, but since the mid-1970s the number of states requiring new teachers to be tested has grown rapidly. States differ in their definition of competence, in the methods they use to assess competence, and in the treatment of teachers who do not meet competency requirements. This monograph describes a national survey examining the variety of state teacher competency examination programs. Definitions of terms associated with teacher competence (teacher effectiveness, teacher competency, teacher performance) are offered. The 20-item questionnaire is described and the methods used in analyzing responses are discussed. Results showed minor differences among testing programs, such as testing of all supervisory staff or the number of retakes to be allowed failing candidates. There was minimal disagreement on major issues, and there was a consensus that the results of the teacher competency examination be used for certifying teachers rather than for merit pay or salary decisions. An appendix provides a summary of state programs, including laws mandating the programs, the areas tested, the tests used, and the names and addresses of state contacts. (LMO)

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TEACHER COMPETENCY EXAMINATION PROGRAMS:

A National Survey

TME REPORT 92

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TEACHER COMPETENCY EXAMINATION PROGRAMS:

A NATIONAL SURVEY

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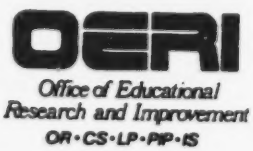

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TEACHER COMPETENCY EXAMINATION PROGRAMS: A NATIONAL SURVEY

Over 70 million children are being taught in over 150,000 schools by more than two million teachers, and this number does not include students in our colleges, universities, and technical schools. Education, especially the quality of our teachers, is therefore of serious concern.

Testing the competency of teachers is a phenomenon which is being discussed, debated, agonized over, cursed, and legislatively mandated by more and more states, school districts, and local school systems. Someone once said that if the phenomenon were microbial in nature, we would probably call it an epidemic.

Teacher competency testing is <u>not</u> new. On the contrary, it has been with us since 1686 when the Virginia General Assembly "requested the appointment in every county of a person who would be duly fit to examine and license schoolmasters" (Kinney, 1964). In the 17th and 18th centuries teachers were hired by parents to teach children in the home. If, at the end of the year, or within a shorter time frame, the parents were not satisfied with the progress of their children, the teacher was fired and sought employment with a new family, generally in a new location. Teacher-certification tests as we know them today were not used until the 18th century (Carlson, 1985) but even so, their popularity was very short-lived. In the 19th century, Prussia established an arduous testing program for secondary school teachers (Meyer, 1965).

Initially, teacher competency testing was fostered by educational reformers, but in the 1920s and 1930s educational reformers urged that teacher competency testing be eliminated. With the introduction of the National Teacher Examinations (NTE) in 1940 by the American Council on Education (the Educational Testing Service took over the ACE's role in 1950), educational reformers once again were clamoring for testing teachers for their competency. It was not until 1964 when North Carolina required prospective teachers to pass the NTE that interest in a teacher-competency examination was renewed. And even then, it was not until 1977 that the teacher-competency examination movement was reborn. Since then, the rapid growth in teacher-competency examination programs has been little short of phenomenal. As of October 1983, 30 states reported that they had some type of teacher-assessment program, and only eight reported no activity. Less than one year later, these figures had changed again so that today, nearly all the states have given some consideration to the use of some type of teacher-assessment program for certification of either new teachers, already certified teachers, or both. In fact, 28 states are presently testing or planning to test teachers <u>prior</u> to certification in either the basic skills, subject matter knowledge, pedagogical knowledge, or some combination of these. As of January, 1984, 21 states were testing or planning to test applicants for admission to teacher-training programs (Smith, 1984), but only Arkansas, Georgia, and Texas require currently employed teachers be tested for recertification.

Why the surge in interest? Possibly the following quotes will shed some light:

> "Never before in the nation's history has the caliber of those entering the teaching profession been as low as it is today" (Feistritzer, 1983, p.112).
>
> "The certification of classroom teachers in the U.S. is a mess. There are far too many colleges where a student can show up with a high-school diploma and a checkbook and get out with a bachelor's degree in education" (U.S. News, 1984, p.14).
>
> "Teacher education is the field that shows the <u>least</u> selectivity, from college-bound applicant to completion of degree, among the programs for which comparable data are available" (Feistritzer & Boyer, 1980, p.15).
>
> "In the District, public school teachers have been hired for years on the basis of their college records and interviews. Most are graduates of ... teacher's college, which in 1977 permitted two students to graduate even though they had failed basic math courses. One of the graduates could not add fractions such as 3/4 plus 1/3. Faculty members said incompetent students had been slipping through (the college) and going on to teach in the city's public school for years. Something must be done now before children are made mental cripples. (The) Superintendent is considering a requirement to have new teachers pass a test of academic skills ... He should" (From Civille Right, 1979; quoted from Hathaway, 1980).

These quotations are not atypical. Teachers, teacher-educators, and teacher-training programs have been severely criticized for the past two decades, but particularly within the past few years. Report after report, commission after commission, and survey after survey have stated that our schools are in a state of turmoil; that we are graduating high school seniors who cannot read, write, or engage in basic numeration; that our teacher-training institutions are fostering anarchy; and that our teacher-training institution graduates are sorely and

woefully lacking in their basic skills. Regarding the competency of our teachers, it has been shown that by and large, students enrolled in teacher-training programs score at the lowest decile in their verbal and numerical skills as measured by the Scholastic Aptitude Test (Weaver, 1981); that both full-time, certified teachers, as well as education majors, score lowest on tests of such basic skills as reading, writing, and arithmetic (Perry, 1981); that in 1983, sixteen percent of Florida's prospective teachers failed the state's proficiency test (U.S.A. Today, 1983); that a disproportionate number of minority members fail the teacher competency test (Savage, 1983; In Brief, 1983; Hansen, 1983); and that nearly one-fifth of U.S. classroom teachers have not mastered those skills they are purportedly teaching (Time, 1980). In 1978, the Dallas Independent School District gave the Wesman Personnel Classification Test (WPCT) to 535 first year teachers and a volunteer group of high school juniors and seniors. The students out-performed the teachers and more than half the teachers fell below the score considered acceptable by the district. On a teacher competency test in Houston, job applicants scored lower than high school juniors in mathematics achievement (Benderson, 1982).

In summary, testing teachers for their competency is not something new but has been with us for centuries. What is new, or at least unique in the past decade, has been the growth in the number of states that are requiring new teachers to be tested, or considering testing already certified teachers. As will be evident from this report, states differ in their definition of

competence, the manner in which competence is assessed, and what, if anything, they do with teachers who do not pass the competency examination and other related variables.

ASSESSING TEACHER COMPETENCY

Before one is able to measure and then evaluate something, what is to be measured or evaluated must be clearly defined in operational terms. A variety of terms associated with teacher competence -- teacher effectiveness, teacher competency, teacher performance -- are often so closely intervoven and interchanged with teacher competency that we tend to think of these terms as synonymous, when in reality they are not. Therefore, we need to define the four terms mentioned above. According to Medley et. al. (1984):

Teacher competency refers to the specific knowledge, ability, or values a teacher does or does not possess but which are believed to be important indicants to one's success as a teacher.

Teacher competence consists of the "repertoire of competencies a teacher possesses" (Medley, et. al., 1984, p.14-15) and which are believed to be relevant to the successful practice of teaching. An example is "the ability to thread a 16mm projector." Competency is defined in terms of processes (what the teacher does) rather than products (the effect on pupils of what the teacher does) and mastery i.e., the teacher does or does not possess the competency(ies). It is believed that the greater the number of competencies a teacher has, the more competent the teacher will be.

Teacher performance refers to what the teacher does on the job (in the classroom), that is, teacher behavior under prescribed conditions. It is situation-specific. How well the teacher performs is affected by the teacher's competency, the

ability to apply his/her competencies, and the classroom environment.

Teacher effectiveness is measured by the results teachers obtain with their students. The important emphasis is not on whether the teacher can do; rather it is measured in terms of what the pupils can do. Like teacher performance, it is also content-dependent. Effectiveness is measured not in terms of teacher behavior but in terms of changes in pupils' behavior.

SUMMARIZING STATE PROGRAMS

Previously conducted surveys (Sandefur, 1984; Roth, 1985) have reported data about teacher-assessment programs with reference to such factors as (1) whether the program was legislatively or state board of education mandated, (2) the date of implementation/mandation, (3) the type of test used (national standardized or customized exam), (4) the skills tested, and (5) whether the results of the program are used for admission or certification purposes. The present study differs from Sandefur's and Roth's studies in that it summarizes in much greater detail what is actually being done in those states that presently have or are contemplating the use of a teacher-competency program.

It should be recognized at the outset that the findings of this survey are already outdated. Between the time that this report was written and printed many changes will have occured. New states will have entered the teacher-competency testing movement and existing programs will possibly be modified.

Nevertheless the findings of the survey should provide information regarding which states are doing what in this area.

It should also be noted that we are not concerned with the various methods of measuring the competency of teachers. Nor are we concerned with the arguments, both pro and con, that have been advanced regarding testing of teachers for their competency. Rather, we are concerned with looking at what is being done in the area of teacher-competency testing; who is doing it; what is being done (or proposed) with the results of teacher-competency tests.

INSTRUMENTS

A 20-item questionnaire was developed by the authors for this study. The following specific questions were asked in our survey of the state directors responsible for the administration of teacher-assessment programs:

1. Do you have (or do you contemplate having) a competency-testing program for beginning teachers, principals, superintendents, supervisors, or special area teachers? If contemplated, in what year do you anticipate beginning your program(s)?

2. How many years do beginning teachers have to pass the teacher-competency examination?

3. How many times can a person take/retake the teacher-competency exam?

4. Are there any counseling or remediation facilities provided for teachers who fail the competency examination, and if so, are they provided by the state or by the teacher-training institution?

5. In what subject-matter areas are teachers tested for their competence?

6. Do beginning teachers have to pass a test for each field in which they want certification?

7. Are new teachers who fail their "field of specialization test" given a temporary teaching certificate?

8. What types of data-gathering devices (e.g., N.T.E. Core Battery or Speciality Area, observation, other locally or commercially-constructed test) are used in your teacher-assessment program?

9. If observations are used in your program, when are teachers observed, by whom, how often, etc.? How are the results of the observations used?

10. Are teachers who are already certified tested for their competence? In what area(s)?

11. How are the results of the teacher-competency testing program used?

Each of the questions had listed responses preceeded by blanks that the respondents could mark, and spaces were also provided for other write-in responses. Several of the questions also had subparts for obtaining additional information.

METHODS

Initial contact was made in each state by sending a letter to the state superintendent of instruction requesting the name and address of the person in that state responsible for the existing or planned teacher-competency testing program. The individuals identified by this process were sent a copy of the survey instrument. Followup letters and telephone contacts produced responses from all fifty states and the District of Columbia.

The questionnaire responses were analyzed in several different ways to both summarize and detect trends in the data. First, the states were divided into four groups (Ongoing, Planned, Yes/Maybe, and None) based on their present status with regard to a teacher-competency testing program. Demographic information for seven variables was collected for each state and log-linear analyses run to determine if the distribution of values across categories of demographic variables were significantly different for the four status groups. The variables investigated using log-linear analyses included (1) population size as of the 1980 Census (very small = < 999,999; small = 1,000,000-4,999,999; medium = 5,000,000-9,999,999; large = > 10,000,000); (2) region (west = AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, WY; central = IL, IN, IA, KS, MI, MN, MO, NE,

ND, OH, SD, WI; south = AL, AR, FL, GA, KY, LA, MS, NC, OK, SC, TN, TX, VA, WV; east = CT, ME, MA, NH, NJ, NY, PA, RI, VT, DE, MD); (3) governor's party affiliation at the time the survey was conducted in the spring of 1984 (Republican or Democrat); (4) party in control of the house and senate of the state legislature at the time the survey was conducted in the spring of 1984 (Democrat-Democrat, Republican-Republican, or mixed; (5) right to work laws (yes or no); (6) average Scholastic Aptitude Test (SAT) score of high school students taking the exam (source: Powell & Steelman, 1984; 1 = < 850; 2 = 850-899; 3 = 900-949; 4 = 950-99; 5 = > 999; and (7) percent of high school graduates taking the SAT (source: Powell & Steelman, 1984; 1 = < 11%; 2 = 11-30%; 3 = 31-50%). The distribution of values for demographic response categories was also analyzed for collapsed yes (ongoing and planned) and no (yes/maybe and none) teacher competency program status groups.

Questionnaire results were tabulated within each of the four status groups (except none). For each question, relative frequency distributions were generated for all responses. Due to the 100% response rate, no statistical tests were performed.

RESULTS

In response to the general question "Do you have (or plan to implement) a teacher competency examination program?," four categories of responses were received from the fifty states. State department officials reported (1) an ongoing program (32%); (2) plans to implement a teacher competency program within the

next three years (22%); (3) presently having no program but being undecided about implementing one in the future (24%); and (4) no existing program and no plans for one in the near future (22%). If the first two responses are considered positive reponses to teacher competency examination programs and the latter two responses negative, 54% of the states said "yes" and 46% said "no". A list of states by category of response is presented in Table I.

COMPARISON OF RESPONSE GROUPS

A percentage breakdown of the states in each status group by demographic variables is presented in Table 2. Percentages by category for size, region, governor's party, legislative majority, right to work laws, average SAT total and percent of high school graduates taking the SAT are also reported for the states with an "ongoing" teacher competency examination program or "planning to implement one within the next three years" (yes) and for the states that are "yes/maybe" or "have no plans" for such a program (no). The column of percentages for each status group represents a one-way breakdown and sums to 100 (+/- rounding error) across each demographic variable. Marginal percentages for each demographic category are reported in the last column of the table.

The data presented in Table 2 indicate that the states in the "ongoing" and "plan to implement within 3 years" categories are predominantly small to medium in size (81.3% and 72.8%, respectively) and from the south and east regions (75.0% and

72.8%). In contrast, the states in the "yes/maybe" and "none" categories are predominantly very small to small in size (83.3% and 81.9%, respectively) and from the west and central states (83.4% and 72.8%). In addition, the average density of people per square mile differs across the four groups (113.3, 218.7, 162.2, and 108.0, for "ongoing," "planning," "yes/maybe," and "none," respectively). The "yes" and "no" status groups are very similar with respect to the governor's party with breakdowns very close to the marginal percentages (68% Democrat, 32% Republican). Although the Democrats also control the majority of the state legislatures, somewhat more of the "yes" group state legislatures are controlled by the Democrats (74.1%) than for the "no" group (60.9%). In the "yes" group, the states are almost evenly divided on right to work laws but in the "no" group, a clear majority of the states do not have right to work laws (69.6%). However, when the percentages are compared separately for the four groups, the majority of states in the ongoing group (62.5%) have right to work laws while the majority in the other three groups do not (63.6%, 66.7% and 72.7%, respectively). The SAT data suggest that "yes" states tend to have lower averages (48.1% < 900) and more students taking the test (55% have > 30% of high school graduates taking the SAT). Even when the state SAT averages are adjusted for the percentage of students taking the test (Powell & Steelman, 1984), the overall average residual in the "yes" group is significantly lower than that for the "no" group (-10.67 and 12.61, respectively; $p < .005$). Log-linear analyses confirmed the association between group and region ($p < .05$) and group and legislative majority ($p < .005$).

TABULATION OF QUESTIONNAIRE RESPONSES

Response percentages by question for the "ongoing" and "implement" groups are summarized in Table 3. In each series of three numbers, the first number is the percentage of responses from the group of sixteen states with "ongoing" teacher competency examination programs; the second number is the percentage of responses from the group of eleven states "planning to implement a program" within the next three years; and the last number is the percent of responses for the two groups combined. For questions 1 through 9, 12, and 14, the responses sum to 100 (+/- rounding error). For questions 10, 11, 13, and 15, respondents were instructed to check all applicable responses. Response percentages were rounded to the nearest whole percent.

The responses to questions 1-9 reveal some general characteristics of the "ongoing" and "planned state programs". For the eleven states planning to implement teacher competency examination programs for beginning teachers within the next three years, seven are scheduled to begin in 1985, three in 1986, and one in 1987. However, these eleven states are much less certain about including principals and superintendents in their programs. While the majority of the states with "ongoing" programs do include tests for these administrators (63% and 50%, respectively), only 55% of the states "planning to implement a program" would test principals and only 45% would test superintendents. Both groups appear to favor the testing of supervisors (56% and 64%, respectively), but "ongoing" programs

require a separate test for each field of certification (56%) more often than that planned by the "implement" group (36%). "Ongoing" programs overwhelmingly report no state level remediation for candidates who fail the competency examination (88%), but the majority indicate that remediation is provided by their teacher training institutions. The majority of states "planning to implement a program" also anticipate no remediation at the state level for candidates who fail (55%), but are less sure about the possibility of remediation by the teacher training institutions (36% yes, 18% no, 36% maybe). Thirteen percent of the "ongoing" programs also indicated that remediation was available at the local level.

Thirty-one percent of the "ongoing" programs responded that they do <u>not</u> provide a one-year provisional certificate for those who fail their "field of specialization" examination. An even larger percentage of the "planned" programs (64%) anticipate not doing so. On the positive side of that issue, 19% of "ongoing" programs provide provisional certification but none of the "planned" programs currently intend to do so. The accountability data is similar with a small percentage of "ongoing" programs (25%) currently using their teacher competency examination results as an accountability test for teacher training institutions, but none of the "planned" programs presently anticipates doing so. The majority of states in both groups presently do not plan to test already certified teachers (87% and 64%, respectively). Only 13% of the "ongoing" programs do so, and none of the states in the implement group currently plan to

do so. While only 50% of the "ongoing" programs have competency tests in special areas such as art, music, and physical education, 73% of the states "planning to implement" a program anticipate having such tests. However, it is difficult to generalize the data for questions 5-9, since a small portion of the "ongoing" programs and a more substantial portion of the "planned" programs were undecided or did not respond.

The data for question 10 summarize the ongoing and planned uses of teacher competency examination program data. Respondents were instructed to check all applicable responses, and most of them indicated multiple uses. All of the "ongoing" programs and a substantial majority of the "planned" programs (82%) are using or will use the results for teacher certification. Evaluation of teacher training programs and institutions was also high on the list for both groups, although a larger percentage of "ongoing" programs are using the results for this purpose than is anticipated by states "planning" programs. A few of the "ongoing" state programs are using their results for contract renewals and teacher evaluation (19% and 6%, respectively), but none of the states "planning" programs reports an intent to do so. Of the four states currently using teacher-competency assessment results for accountability of state teacher-training programs, two require 70% of the beginning teachers to pass for the training program to receive state approval, one requires 80%, and one requires 60%.

Questions 11 and 13 addressed the content and construction of teacher competency examinations. Again, the questions allowed multiple responses, and most respondents marked more than one option. Among the states with "ongoing" programs, 50% reported using the National Teacher Examination (NTE) Core Battery, NTE Specialty Area Exams, or both (25% use both). Thirty-eight percent of the "ongoing" programs use National Evaluation Systems (NES), Intran, California Achievement Tests (CAT), Preprofessional Skills Test (PPST) commercially constructed tests and 25% use locally constructed tests. In contrast, only 27% of the "implementation" group plans to use NTE exams. Thirty-six percent plan to use commercially constructed tests (Degrees of Reading Power, California Basic Educational Skills Test (CBEST), PPST, and NES) and 36% plan to construct their tests locally. Of those states not using or planning to use NTE exams, the most popular content areas tested in the "ongoing" programs are basic skills (reading, writing, and mathematics) and specialty area tests, but among the "planned" programs there are no clear favorites. States with writing tests split 3 to 5 on multiple-choice versus essay questions.

The majority of "ongoing" state programs allow an unlimited number of retakes (75%), but the majority of "planned" programs are as yet undecided on this issue (75%). The "ongoing" programs are about evenly split between requiring the examinations to be passed within one year and allowing an unlimited number of years for candidates to pass (38% each). Again, the majority of "planned" programs are undecided about this issue (64%).

Forty-four percent (seven states) with "ongoing" programs and 27% (three states) with "planned" programs are using or plan to use teacher observation as part of the program. In the "ongoing" programs, most teachers are observed three or more times in the fall or spring by the principal and a peer teacher and/or external evaluator. Already certified teachers are observed annually by the principal and/or peer teacher and/or other evaluator, primarily to obtain information for local and other use. Data for the three planned observational programs suggest that a similar pattern will be followed. However, the "planned" groups programs do not currently anticipate using peer teachers or state department personnel to evaluate already certified teachers. This group also believes that the results will be used locally, but not for merit or promotion decisions. All the respondents in both groups said that the observational results are, or would be, shared with the beginning teacher and that both strengths and weaknesses are, or would be, stressed.

In summary, the average profiles of the ongoing, planned, and combined group teacher competency examination programs are as follows:

Ongoing	Planned	Combined
Test principals, superintendents, and supervisors.	Test principals and supervisors.	Test principals and supervisors.
Separate test for each field of certification and in special areas.	Special area testing.	Special area testing.

Ongoing	Planned	Combined
Remediation by Teacher Training Institutions but not the State.	No State remediation but possibly some elsewhere.	Remediation by Teacher Training Institutions but not the State.
No provisional certification.	No provisional certification.	No provisional certification.
No accountability for Teacher Training Programs.	Undecided on accountability.	No accountability for Teacher Training Programs.
No testing of already certified teachers.	No testing of already certified teachers.	No testing of already certified teachers.
Use results for Teacher certification.	Use results for Teacher certification.	Use results for Teacher certification.
NTE tests plus some other method.	Commercial plus locally constructed tests.	NTE plus other commercial tests.
Test basic skills and some other areas.	Undecided on test content.	Basic skills, speciality area, and/or teaching methods.
Allow unlimited retakes for one or unlimited years.	Undecided on retakes or years to pass the exam.	Unlimited retakes.

Presently, one state is definite that teachers who fail the competency examination will not be given a provisional teaching certificate; one state indicates that those who fail will be given a temporary certificate but only for one year, and three states are undecided. Again, these data are markedly at odds with those for states that already have a program or plan to implement one within the next three years. The latter groups appear to be more definite in refusing to grant failures even a temporary one-year certificate.

The results of teacher-competency examinations can be used for a variety of purposes--ranging from their use for certifying teachers to using them as an accountability test for teacher-training programs and institutions. Seven of the states plan to use the test results for teacher certification; one state plans to use the data to evaluate teacher-training programs; one state plans to provide the teacher-training institution with feedback regarding the success of their graduates; and two states plan to use the results of the teacher competency program to evaluate the teacher-training institution. Although three states plan to use teacher-competency data to evaluate teacher-training programs and institutions, none of the states presently plan to use the data as an accountability test as is done in Florida. On the contrary, two of the states said no. Six of the states were still undecided.

The majority of those states already using or planning to use teacher-competency examinations restrict the use of these tests to new teachers; that is, teachers already certified will not be tested. The data for the "Yes/Maybe" group are similar although not to the same degree (33% vs. 78%). Three states (25%) plan to have tests in specialized areas such as art, music, and physical education, although they are uncertain of the date when the program will be implemented. Seven (59%) states are undecided, while two states (16%) have no such plans. While it is true that these data are markedly different from those states that have or are planning to have specialized area tests, one must remember that here, as well as in other sections of the report, the large number of "Undecided" states may make what appears to be a significant difference now, of little importance later when the "Yes/Maybe" states finally decide on their plans.

Questions 12 and 13 address the content and construction of teacher-competency examinations. Although the questions permitted multiple responses, at no time did we ever receive multiple responses from more than one or two states. The "Undecided" effect was evident throughout and is to be expected considering that these 12 states are only contemplating implementing a teacher-competency examination. No doubt they are in the midst of deliberations, or their plans are so nebulous that they have not given too much thought to such things as the content and construction of the test, the possible uses of the test results, whether to use a commercially-prepared test such as the NTE, whether to contract with some external agency such as

NES to construct their test, whether to construct their own instrument(s), and the like. Keeping this in mind, we see that one state plans to use CBEST, one state plans to employ the PPST, one state plans to gather their data by means of observation, two states plan to use both the NTE Core Battery and Specialty Area, and one state plans to use the NTE Specialty Areas only. At this time, four states are still undecided regarding their instrumentation. For the two states not planning to use the NTE examinations, one state indicated (as was true with the "ongoing" and "plan-to" states) that they planned to test basic skills (reading, writing, and mathematics). The other state planned to test content areas of curriculum teaching methods, "Professional Education Core" and Classroom Management. When asked whether teachers will be permitted to retake the competency examination as many times as they wished, one state said "Yes" while six states were undecided.

Three states (25%) indicated that they planned to use observation in their teacher competency examination. Although all three states were undecided as to when beginning teachers will be observed or how many times they will be observed, one of the states planned to use a combination of the principal, peer teacher, and external evaluator as their observation team; two states (17%) were undecided; and one state (8%) was contemplating observing teachers <u>after</u> they have been certified. Of the three states planning to observe already certified teachers, two were undecided as to who would make the observation. The third state said the principal and an as yet unspecified "other" would make

the observation. At this time, all three states planning to implement observation of certified teachers as part of their teacher-competency assessment program were undecided as to how the results of the observations were to be used.

It is interesting to note that of the three states (25%) planning to include observation of new teachers in their competency examination program, two states indicated that they plan to share the results with the teachers, and one state was undecided. We recognize that there may be many instances in this questionnaire where it is perfectly normal to be "undecided" about something, but we believe that this is not one of them. Regardless of how the results of any examination are to be used, we firmly believe that these results should be shared with the examinees, who in this case are new teachers. Of the two states planning to share the competency test results with their new teachers, both indicated they intended to stress <u>both</u> strengths and weaknesses.

In summary, although in many items the modal (and actually in some cases a large majority) response was "undecided", in some areas there was a strong "No" position. For example, over fifty percent of the "Yes/Maybe" states indicated that <u>if</u>, and <u>when</u> they initiate a teacher competency examination program, they plan

A. no testing of principals, supervisors, or superintendents;

B. to use the results of teacher competency exams for certifying new teachers;

C. to share the results of observation(s) with the teachers and point out both strengths and <u>weaknesses</u>.

On the other hand, a majority of the "Yes/Maybe" states do not plan to test teachers who are certified. Finally, a majority of the "Yes/Maybe" states are still undecided about

A. having a separate test for each field in which they wish certification;

B. providing remedial/counseling facilities either at the state level or at teacher-training institutions for candidates who fail the teacher-competency examination;

C. giving candidates who fail the test a provisional teaching certificate;

D. using the results of the teacher-competency examination as an accountability tool as is done in Florida;

E. having competency examinations in specialized areas such as art, music, physical education, etc.;

F. how many times candidates who fail will be permitted to retake the examination;

G. how many years beginning teachers will be given to pass the competency examination;

H. whether already certified teachers will be observed;

I. whether or not observation will be part of the teacher competency assessment program, and if it is, when the observations are to be made; and how the results of the observation will be used;

J. what NTE content areas will be tested.

DISCUSSION

The responses of the "Yes/Maybe" group were more difficult to analyze than the data for the "ongoing" or "planned" programs because of the large number of undecided respondents and blank responses. Nevertheless, some clear trends were evident.

1. The states with the "on-going" or "planned" programs (hereafter referred to as the "combined" group) are located in the South and East region, are small-to-medium in size, and have Democratic governance. The "Yes/Maybe" states are found in the West and Central regions, are very-small-to-small and are governed by Republicans. Whether this suggests that teacher competency programs may be politically motivated is conjectural.

2. Whereas the "combined" groups are already testing or planning to test principals, supervisors, and sometimes superintendents, the "Yes/Maybe" group were quite definite that they do not plan to test any supervisory staff for competency. Does this mean that administrators are not being held partly responsible for the deficiencies in American education?

3. The "combined" group said there was remediation available at the teacher training institutions but not from the state; the "Yes/Maybe" states indicated that this issue was still undecided.

4. All the states using, planning to use in the immediate future, or talking about using teacher-competency examinations were in agreement that provisional certification would not be given to those who fail the test. This does not mean that they will not be able to retake the test an unlimited number of times. It does mean, however, that until new teachers pass the competency examination, they will not (except in a few isolated instances) be permitted to teach. This augurs well for attempts to keep incompetent new teachers out of our classrooms. We can only regret that it does not help remove those incompetents already there.

5. All groups (except for a few states) had no intention of using the teacher-competency examination as an accóuntability tool for teacher-training institutions.

6. Whereas the "combined" groups had already selected either the NTE or some other commerical competency test, as expected, states in the "Yes/Maybe" group were still looking.

7. The modal response for all states was that they were using or were planning to use the results of the teacher-competency examination primarily for certification purposes. If this is so, opposition to such programs from teachers' organizations should be less cogent since it would appear that the programs are designed primarily for new teachers (therefore, already certified teachers are protected) and will not be used to award salary increments or promotions.

8. All those states already using, planning to use, or just discussing the use of teacher-competency examinations stress the basic skills rather than some professional body of knowledge. This suggests that the impetus of the teacher-competency program is to have well-trained teachers in the basics so that our public school graduates will be literate, articulate, and able to compute. Of course, this approach reinforces the criticisms leveled against our schools by the various commissions and reports. Oddly enough, the emphasis on knowledge of one's subject matter is either already assumed to exist, or the various states are using programs that focus on the three R's so as to resist teacher rebellion and/or the public's criticism.

9. Although most states testing for teacher competency assess the examinees' proficiency in professional and general pedagogical knowledge, a few states still assess the basic skills that one would expect of the typical high school graduate. We find it somewhat disappointing that such minimal competencies are expected of a college graduate.

Although our findings appear to be inconsistent with those of Sandefur (1984), this inconsistency could be caused by differences in definition. Our study examined teacher competency examination programs; Sandefur counted all teacher certification programs.

CONCLUSIONS

Although one might have hypothesized that there would be a great deal of difference among the views of various states regarding the purposes of, need for, and use of teacher-competency examinations, such differences did not seem to be evident in this survey. Granted, there were some minor differences; but generally speaking, the discrepancies occurred on what we perceive to be minor issues such as (1) testing of all supervisory staff, or (2) the number of retakes to be allowed failing candidates and the number of years they would be given to pass the competency examination. For the "meat and potatoes" issues such as (1) issuing provisional certificates to those who fail the teacher-competency examination, (2) using the test results for accountability of teacher-training institutions, (3) focusing on the testing of basic skills, and (4) protecting already certified teachers, there was minimal disagreement. There was even a consensus that the results of the teacher-competency examination be used for certifying new teachers and <u>not</u> for other administrative decisions such as merit pay or salary decisions.

Yes, we have come a long way in less than a decade--from having three states in 1977 to 30 states in 1985 that were mandated to test the competency of their teachers. There is a variety of teacher competency examinations programs ranging from those given by the states to those given by a city or county school system; those that are used for certification purposes and those that are used to certify not the teacher but the

teacher-training program; those that stress the basic skills of reading, writing, and arithmetic to those that also include pedagogical/methods knowledge; those that are pencil-and-paper in nature to those that also contain a performance component. In some programs, the teacher competency tests are locally constructed, while in others a standardized examination prepared by an independent counsulting agency is used. Regardless of the type of program, all share a common concern of trying to improve the quality of education in our schools by employing only the most competent teachers.

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Sandefur, J. T. (1984). Competency Assessment of Teachers: 1980-1983. Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.

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APPENDIX

Summary of Teacher Competency Testing by State

STATE: ALABAMA

Mandated by: State Board of Education (SBE) in 1980[1]

Area(s) tested: Professional knowledge and teaching field tests

Test(s) used: Locally constructed with assistance from National Evaluation Systems (NES)[2]

CONTACT PERSON: Dr. C.C. Baker
Assistant Superintendent
for Professional Services
State Department of Education
Room 404 State Office Building
Montgomery, AL 36130
(205) 261-5290

STATE: ALASKA

NO PROGRAM

CONTACT PERSON: Ms. Charlie Mae Moore
Certification Supervisor
Department of Education
Pouch F
Juneau, AK 99811

STATE: ARIZONA

Mandated by: Legislature in 1979

Area(s) tested: Basic skills[3] and professional knowledge

Test(s) used: Locally constructed tests and observation

CONTACT PERSON: Mr. William Hunter, Director
Arizona Department of Education
1535 W. Jefferson
Phonenix, AZ 85007
(602) 255-5417

STATE: ARKANSAS

Mandated by: Legislature in 1979

Area(s) tested: Communication skills, subject specialty, professional and general knowledge

Test(s) used: NTE[4]

CONTACT PERSON: Clearence Lovell
Program Support Manager
Teacher Certification & Testing
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201
(501) 371-1474

STATE: CALIFORNIA

Mandated by: Legislature in 1981

Area(s) tested: Basic skills

Test(s) used: California Basic Education Skills Test (NTE)

CONTACT PERSON: Richard W. Watkins
Consultant for Examinations
Commission on Teacher Credentialing
1020 O Street
Sacramento, CA 95814
(916) 322-5988

STATE: COLORADO

Mandated by: Legislature in 1981

Area(s) tested: Writing, Mathematics, and Oral English (Speech)

Test(s) used: California Achievement Test and Performance Assessment

CONTACT PERSON: M. D. Spurlin
Supervisor, Teacher Certification Unit
303 W. Colfax Avenue
Denver, CO 80204
(303) 573-3376

STATE: CONNECTICUT

Mandated by: SBE in 1982 to become effective in 1986

Area(s) tested: Basic skills, professional knowledge and on-the-job performance

Test(s) used: Locally-developed, Degrees of Reading Power, subject-area, and observation

CONTACT PERSON: Dr. Raymond Pecheone
Education Consultant
State Department of Education
P.O. Box 2219
Hartford, CT 06115
(203) 566-2630

STATE: DELAWARE

Mandated by: SBE in 1982

Area(s) tested: Basic skills

Test(s) used: NTE-PPST

CONTACT PERSON: Dr. Erwin Marsh
Certification & Personnel Division
State Department of Public Instruction
Box 1402
Dover, DE 19903
(302) 736-4688

STATE: DISTRICT OF COLUMBIA

NO PROGRAM

CONTACT PERSON: Mrs. Merle M. Bush
Director, Teacher Appraisal Process
415 12th Street, N.W.
Pres. Bldg. #602
Washington, D.C.
(202) 724-4080 Ext. 59

STATE: FLORIDA

Mandated by: Legislature in 1978

Area(s) tested: Basic skills, professional knowledge, and performance evaluation

Test(s) used: Locally-developed tests and observation

CONTACT PERSON: Dr. Thomas H. Fisher, Administrator
Assessment, Testing, and Evaluation Services
State Department of Education
580 Knott Building
Talahassee, FL 32301
(904) 488-8198

STATE: GEORGIA

Mandated by: SBE in 1978

Area(s) tested: Reading, mathematics and basic knowledge in teaching field, performance evaluation

Test(s) used: Observation and test developed by N.E.S.

CONTACT PERSON: Dr. J. William Leach, Director
Division of Staff Development
Georgia State Department of Education
Twin Towers East
Atlanta, GA 30334
(404) 656-2559

STATE: HAWAII

NO PROGRAM

CONTACT PERSON: James H. Nohara, Administrator
DOE, Office of Personnel Services
P.O. Box 2360
Honolulu, HI 96804
(808) 548-6353

STATE: IDAHO

NO PROGRAM

CONTACT PERSON: Darrell K. Loosie, Supervisor
Teacher Education and Certification
Jordon Office Building
Boise, ID 83720
(208) 334-4713

STATE: ILLINOIS

NO PROGRAM

CONTACT PERSON: Susan K. Bentz, Assistant Superintendent
Illinois State Board of Education
100 N. First Street
Springfield, IL 62777
(217) 782-3774

STATE: INDIANA

Mandated by: Legislature in 1984 to become effective in 1985

Area(s) tested: Communication skills, professional and general knowledge, subject specialty

Test(s) used: NTE

CONTACT PERSON: Mrs. Nancy Carolyn Taylor
Continuing Education Consultant
Room 231 State House
Indianapolis, IN 46204
(317) 232-4396

STATE: IOWA

NO PROGRAM

CONTACT PERSON: The Honorable Robert D. Benton
Superintendent of Public Instruction
State Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319
(515) 281-5294

STATE: KANSAS

Mandated by: Legislature in 1984 to become effective in 1986

Area(s) tested: Communication skills, general and professional knowledge

Test(s) used: NTE Core Battery

CONTACT PERSON: Bert Jackson, Program Specialist
Kansas State Department of Education
120 E. 10th
Topeka, KS 66612
(913) 296-7294

STATE: KENTUCKY

Mandated by: Legislature in 1982 to become effective in 1985

Area(s) tested: Communication skills, general and professional knowledge, subject specialty, and on-the-job performance

Test(s) used: NTE and observation

CONTACT PERSON: Dr. Sidney Simandle, Director
Division of Teacher Education and Certification
Department of Education
Office of Instruction
18th Floor-Capitol Plaza Tower
Frankfort, KY 40601

STATE: LOUISIANA

Mandated: Legislature in 1977

Area(s) tested: Communication skills, general and professional knowledge, subject specialty

Test(s) used: NTE

CONTACT PERSON: Robert Crew, Director
Teacher Certification
Louisiana Department of Education
P.O. Box 44046
Baton Rouge, LA 70804

STATE: MAINE

NO PROGRAM

CONTACT PERSON: Steve Hamblin, Director
Teacher Certification
Department of Education
Station 23
Augusta, ME 04333
(207) 289-2441

STATE: MARYLAND

NO PROGRAM

CONTACT PERSON: Dr. Herman Behling
Assistant State Superintendent for Certification & Accreditation
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

STATE: MASSACHUSETTS

NO PROGRAM

CONTACT PERSON: Thomas P. O'Connor, Director
Teacher Preparation, Certification & Placement
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02184
(617) 770-7529

STATE: MICHIGAN

NO PROGRAM

CONTACT PERSON: Dan Austin, Supervisor
Teacher Preparation & Certification
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-1924

STATE: MINNESOTA

NO PROGRAM

CONTACT PERSON: Dr. George B. Droobie, Manager
Personnel Licensing & Placement
State of Minnesota
Department of Education
610 Capitol Square Building
St. Paul, MN 55101
(612) 296-2046

STATE: MISSISSIPPI

Mandated by: Legislature in 1982 to become effective in 1986

Area(s) tested: General and professional knowledge, communication skills, subject specialty and on-the-job performance

Test(s) used: NTE and observation

CONTACT PERSON: Dr. Jane B. Woodruff
P.O. Box 771
Jackson, MS 39205
(601) 359-3433

STATE: MISSOURI

NO PROGRAM

CONTACT PERSON: James Friedebach
P.O. Box 480
Jefferson City, MO 65102
(314) 751-1395

STATE: MONTANA

NO PROGRAM

CONTACT PERSON: Dr. John R. Voorhis, Director
Teacher Education, Certification
& Staff Development
Office of Public Instruction
State of Montana
Helena, MT 59620
(406) 444-4447

STATE: NEBRASKA

NO PROGRAM

CONTACT PERSON: Dr. John R. Voorhis, Director
Teacher Education, Certification &
Staff Development
Office of Public Instruction
Helena, MT 59620
(406) 444-4447

STATE: NEVADA

NO PROGRAM

CONTACT PERSON: George Barris, Acting Director
Planning & Evaluation
400 West King
Carson City, NV 89710
(702) 885-3130

STATE: NEW HAMPSHIRE

Mandated by: SBE in 1984 to become effective in 1985

Area(s) tested: Basic Skills

Test(s) used: NTE-PPST

CONTACT PERSON: George H. Levis, Supervisor
Office of Teacher Education &
Professional Standards
New Hampshire State Department of Education
101 Pleasant Street
Concord, NH 03301
(603) 271-2407

STATE: NEW JERSEY

Mandated by: SBE in 1984 to become effective in 1985

Area(s) tested: Subject-matter and teaching performance assessment

Test(s) used: NTE specialty area and observation

CONTACT PERSON: Dr. Celeste M. Rorro, Director
Teacher Certification & Academic Credentials
3535 Quakerbridge Road, CN 503
Trenton, NJ 08625
(609) 588-3100

STATE: NEW MEXICO

Mandated by: SBE in 1981

Area(s) tested: Communication skills, professional and general knowledge, subject specialty

Test(s) used: NTE

CONTACT PERSON: Dr. Carroll H. Hall, Director
Evaluation, Testing, & Data Management
State Department of Education
Education Building
Sante Fe, NM 87501
(505) 827-6526

STATE: NEW YORK

Mandated by: SBE in 1982

Area(s) tested: Communication skills, general and professional knowledge

Test(s) used: NTE Core Battery

CONTACT PERSON: Dr. Vincent C. Gazzetta, Director
Division of Teacher Certification
State Education Department
Room 5A11 Cultural Education Center
Albany, NY 12230
(518) 474-3901

STATE: NORTH CAROLINA

Mandated by: SBE in 1978

Area(s) tested: Communication skills, professional and general knowledge and subject specialty

Test(s) used: NTE

CONTACT PERSON: J. Arthur Taylor, Director
Division of Certification
State Department of Public Instruction
114 West Edenton Street
Raleigh, NC 27611
(919) 733-4125

STATE: NORTH DAKOTA

NO PROGRAM

CONTACT PERSON: Ordean M. Lindemann
Director of Teacher Certification
Department of Public Instruction
Bismarck, ND 58505

STATE: OHIO

NO PROGRAM

CONTACT PERSON: Dr. Robert Bovers, Assistant Superintendent
Ohio Department of Education
65 S. Front
Columbus, OH 43215
(614) 466-2329

STATE: OKLAHOMA

Mandated by: Legislature in 1980

Area(s) tested: Subject specialty test(s) and observation

Test(s) used: Locally constructed with assistance of N.E.S.

CONTACT PERSON: Dr. Joseph R. Weaver, Director
Teacher Education, Testing, & Staff Development
Oklahoma State Department of Education
2500 N. Lincoln
Oklahoma City, OK 73105
(405) 521-3607

STATE: OREGON

Mandated by: Teacher Standards and Practices Commission in 1984 to become effective in 1987

Area(s) tested: Basic skills

Test(s) used: CBEST or CAT

CONTACT PERSON: Richard S. Jones, Executive Secretary
Teacher Standards and Practices Commission
730 12th Street, S.E.
Salem, OR 97310
(503) 378-6627

STATE: PENNSYLVANIA

Mandated by: SBE in 1984 to become effective in 1987

Area(s) tested: Basic skills, professional and general knowledge, subject specialty

Test(s) used: Undecided

CONTACT PERSON: Dr. Peggy L. Stank, Chief
Division of Teacher Preparation
and Certification
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126
(717) 787-3470

STATE: RHODE ISLAND

NO PROGRAM

CONTACT PERSON: Edward L. Dambruch, Director
Teacher Education and Certification
Rhode Island Department of Education
22 Hayes Street
Providence, RI 02928

STATE: SOUTH CAROLINA

Mandated by: Legislature in 1979

Area(s) tested: Communication skills, general and professional knowledge, performance evaluation, and subject specialty

Test(s) used: NTE and locally-developed proficiency exam in non-NTE areas, observation

CONTACT PERSON: Debra W. Hamm, Supervisor
Teacher Assessment Unit
South Carolina Department of Education
Room 603 Rutledge Building
Columbia, SC 29201
(803) 758-8610 Ext. 21

STATE: SOUTH DAKOTA

NO PROGRAM

CONTACT PERSON: The Honorable James O. Hansen
State Superintendent of Elementary & Secondary Education
Kneip Building
700 North Illinois Street
Pierre, SD 57501

STATE: TENNESSEE

Mandated by: SBE in 1979

Area(s) tested: Communication skills, general and professional knowledge, subject specialty

Test(s) used: Locally-constructed specialty tests and NTE

CONTACT PERSON: Dr. Joyce McLarty
125 Cordell Hull Building
Nashville, TN 37219
(615) 741-1644

STATE: TEXAS

Mandated by: SBE and Legislature in 1981 to become effective in 1986

Area(s) tested: Basic skills, professional knowledge, subject specialty

Test(s) used: Locally constructed

CONTACT PERSON: Nolan E. Wood, Jr., Director
Teacher & Administrator Competency Testing
Texas Education Agency
Austin, TX 78701
(512) 834-4090

STATE: UTAH

NO PROGRAM

CONTACT PERSON: David E. Nelson
250 East 5th South
Salt Lake City, UT 84111

STATE: VERMONT

NO PROGRAM

CONTACT PERSON: The Honorable Stephen S. Kaagan
Commissioner of Education
120 State Street
Montpelier, VT 05602
(802) 828-3135

STATE: VIRGINIA

Mandated by: SBE in 1980

Area(s) tested: Communication skills, general and professional knowledge, subject specialty, on-the-job assessment

Test(s) used: NTE and observation

CONTACT PERSON: Dr. James M. Patton
Director of Teacher Education & Certification
Department of Education
P.O. Box 60
Richmond, VA 23216
(804) 225-2097

STATE: WASHINGTON

NO PROGRAM

CONTACT PERSON: Dr. Theodore Andrews, Director
Professional Education
Superintendent of Public Instruction
Old Capitol Building, FG 11
Olympia, WA 98504
(206) 753-3222

STATE: WEST VIRGINIA

Mandated by: SBE in 1982 to become effective in 1985

Area(s) tested: Communication skills, general and professional knowledge, subject-matter specialty

Test(s) used: NTE Core Battery, content specialization tests developed by NES and on-the-job performance assessment

CONTACT PERSON: Howard Kardatzke, Unit Coordinator
Teacher Education
B-304 Capitol Complex
Charleston, WV 25305
(304) 348-7017

STATE: WISCONSIN

NO PROGRAM

CONTACT PERSON: Kathryn Gilbert, Project Director
Teaching Incentives Pilot Project
22 S. Strathfield Circle
Madison, WI 53707
(608) 266-1788

STATE: WYOMING

NO PROGRAM

CONTACT PERSON: Dr. Dennis Donohue, Director
Teacher Certification & Accreditation
Wyoming Department of Education
Hathaway Building
Cheyenne, WY 82001
(307) 777-6261

APPENDIX NOTES

[1]Mandated date does not always connote implementation date. The mandated date only refers to the year in which the legislation was passed.

[2]California, Colorado, Hawaii, Maine, Montana, Oregon, South Dakota, and Texas use the NTE and Kansas, Nebraska, Nevada, and West Virginia use the PPST as either an alternative approved program, as a graduation requirement, as an alternative to course work, or as an additional endorsement. We did not consider these uses in our analysis of the data, since we were interested in the instrument(s) used in the primary certification program.

[3]Basic Skills includes tests of Reading, Writing, and Mathematics.

[4]Unless otherwise designated NTE refers to <u>both</u> the Core Battery and Specialty Area tests.

TABLE 1

Status of Teacher Competency Programs by State*

Ongoing	Implement 1-3 years	Undecided	None**
Alabama	Connecticut	Hawaii	Alaska
Arizona	Indiana	Idaho	Iowa
Arkansas	Kansas	Illinois	Maine
California	Kentucky	Maryland	Massachusetts
Colorado	Mississippi	Montana	Michigan
Delaware	New Hampshire	Nebraska	Minnesota
Florida	New Jersey	Nevada	Missouri
Georgia	Oregon	Ohio	North Dakota
Louisiana	Pennsylvania	Rhode Island	Vermont
New Mexico	Texas	South Dakota	Washington
New York	West Virginia	Utah	Wyoming
North Carolina		Wisconsin	
Oklahoma			
South Carolina			
Tennessee			
Virginia			
Total # 16	11	12	11
% 32	22	24	22

* These data are correct as of March 1, 1985 and do not reflect any changes that have occurred since that time.

** Plus District of Columbia

TABLE 2

Demographic Percentages by Teacher Competency Program Status

	Frequency Distributions				Contingency Tables		
SIZE	Ongoing	Implement 1-3years	Undecided	None	YES*(54%)	NO**(46%)	Marginals
Very Small (<1 million)	6.3	9.1	50.0	36.4	7.4	43.5	24.0
Small (1-5 million)	56.3	45.5	33.3	45.5	51.9	39.1	46.0
Medium (5-10 million)	25.0	27.3	0.0	18.2	25.9	8.7	18.0
Large (>10 million)	12.5	18.2	16.7	0.0	14.8	8.7	12.0
REGION							
West	25.0	9.1	41.7	27.3	18.5	34.8	26.0
Central	0.0	18.2	41.7	45.5	7.4	43.5	24.0
South	62.5	36.4	0.0	0.0	51.9	0.0	28.0
East	12.5	36.4	16.7	27.3	22.2	21.7	22.0
GOVERNOR'S PARTY							
Democrat	75.0	54.5	83.3	54.5	66.7	69.6	68.0
Republican	25.0	45.5	16.7	45.5	33.3	30.4	32.0
LEGISLATIVE MAJORITY (Senate-House)							
Democrat-Democrat	81.3	63.6	58.3	63.6	74.1	60.9	68.0
Republican-Republican	12.5	27.3	33.3	27.3	18.5	30.4	24.0
Mixed	6.3	9.1	8.3	9.1	7.4	8.7	8.0
RIGHT TO WORK LAWS							
Yes	62.5	36.4	33.3	27.3	51.9	30.4	42.0
No	37.5	63.6	66.7	72.7	48.1	69.6	58.0
AVERAGE SAT TOTAL							
< 850	18.8	0.0	0.0	0.0	11.1	0.0	6.0
850-899	31.3	45.5	25.0	18.2	37.0	21.7	30.0
900-949	0.0	18.2	8.3	18.2	7.4	13.0	10.0
950-999	43.8	27.3	25.0	27.3	37.0	26.1	32.0
> 1000	6.3	9.1	41.7	36.4	7.4	39.1	22.0
% HIGH SCHOOL GRADS TAKE SAT							
< 10	37.5	36.4	50.0	54.5	37.0	52.5	44.0
11-30	12.5	0.0	25.0	9.1	7.4	17.4	12.0
31-50	31.3	36.4	16.7	18.2	33.3	17.4	26.0
> 50	18.8	27.3	8.3	18.2	22.2	13.0	18.0
TOTAL %	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* ongoing or planning to implement a teacher competency examination program within the next three years.

** undecided or no teacher competency program

TABLE 3

Questionnaire Percentages For States with Ongoing and States Planning to Implement Teacher Competency

	Question Response Percentages			
	YES	NO	MAYBE	NA **
1. Competency Test for Principals?	63,55(60)*	31,45(37)	6,0(4)	--
2. Competency Test for Superintendents?	50,45(48)	44,55(48)	6,0(4)	--
3. Competency Test for Supervisors?	56,64(59)	38,36(37)	6,0(4)	--
4. Seperate Test for Each Field of Certification?	56,36(48)	38,36(37)	6,9(7)	0,18(7)
5. Remediation/Counseling if Fail Test?				
a. at State Level?	6,9(7)	88,55(75)	0,36(15)	6,0(4)
b. by Teacher Training Institutions?	63,36(52)	25,18(22)	6,36(18)	6,9(7)
6. Provisional Certification if Fail "Field of specialization"?	19,0(52)	31,64(44)	6,9(7)	19,27(22)
7. Accountability for Teacher Training Programs?	25,0(15)	69,36(22)	6,45(22)	0,18(8)
8. Test Already Certified Teachers?	13,0(8)	87,64(78)	0,9(4)	0,27(11)
9. Competency Test in Art, Music, P.E., etc.?	50,73(59)	38,27(34)	12,0(7)	--

10. Use of Teacher Competency Test Program Results?
    - 100,82(93) Certify Teachers
    - 38,27(34) Eval. Teach. Train. Institutions
    - 31,18(26) Eval. Teach. Train. Programs
    - 6,18(11) Eval. Special Area Teachers
    - 19,0(11) Contract Renewal
    - 13,9(11) Administrative Evaluation
    - 6,0(4) Teacher Evaluation
11. Types of Teacher Competency Assessment?
    - 44,18(33) NTE Core Battery
    - 31,9(22) NTE Specialty Area
    - 38,36(37) Other Commercial Test
    - 25,36(29) Locally Constructed Test
    - 44,27(37) Observation
12. Retakes Allowed?
    - 6,0(4) Three
    - 75,27(55) Unlimited
    - 19,73(41) NA, undecided
13. Non-NTE Content Tested?
    - 44,9(30)
    - 50,9(33) Reading
    - 50,9(33) Mathematics
    - 19,0(11) Humanistic Prof. Studies
    - 19,9(15) Behavioral Prof. Studies
    - 25,9(18) Curriculum
    - 25,18(22) Teaching Methods
    - 38,9(26) Specialty Area
    - 6,0(4) Speech
14. Years to Pass Test?
    - 38,0(23) One
    - 6,0(4) Four
    - 6,0(4) Five
    - 38,36(37) Unlimited
    - 12,64(33) NA, Undecided

15. OBSERVATION [7,3(10) states]

a. When?	Fall 86,67(80)	Winter 29,67(40)	Spring 57,67(60)	Variable 14,33(20)
b. How Many?	One 14,0(10)	Two 14,0(10)	Three 43,33(40)	Four + 29,0(20)
c. Who?	Principal 100,100(100)	Peer Teach. 86,100(90)	Ext. Eval. 71,67(70)	Other 43,33(40)
d. Post-Cert. Teachers?	Yearly 57,67(60)	Occasionally 29,0(20)	No 14,0(10)	NA 0,33(10)
e. Who?	Principal 43,67(50)	Peer Teach. 43,0(30)	State Dept. 29,0(20)	Other 57,33(50)
f. Why?	Merit 29,0(20)	Promotion 29,0(20)	Local Use 43,67(50)	Other 43,33(40)

* Ongoing, Implement (Combined)

** No answer or not applicable

TABLE 4

Questionnaire Percentages For States Considering A Teacher-Competency Program[1]

Question	Question Response Percentages YES	NO	MAYBE	NO RESPONSE
1. Competency Test for Beginning Teachers (12)[2]	25	17	58	0
2. Competency Test for Principals (12)[3]	8	59	33	0
3. Competency Test for Supervisors (12)	0	75	25	0
4. Competency Test for Superintendents (12)	0	75	25	0
5. Separate Test for Each Field of Certification (8)	9	9	50	32
6. Remedial/Counseling if Fail Test? (8)				
a. At State Level	0	9	58	32
b. By Teacher-Training institutions?	0	9	58	33
7. Provisional Certification if Fail Field of Specialization? (5)	9	9	33	49
8. Accountability for Teacher-Training Programs? (8)	0	17	50	33
9. Test Already Certified Teachers? (7)	0	33	25	42
10. Competency Test in Art, Music, P.E., (12)	25	16	59	0

11. Use of Teacher Competency Test Program Results? (11)

- 58% Certify Teachers
- 9% Evaluate Teachers Trng. Institutions
- 17% Evaluate Teacher Trng. Programs
- 9% Feedback to Teacher Trng. Instit.
- 0% Contract Renewal
- 0% Administrative Evaluation
- 0% Teacher Evaluation
- 25% No Response

12. Types of Teacher Competency Assessment

- 0% NTE Core Battery Only
- 17% BOTH NTE Core and Specialty Area
- 9% NTE Specialty Area Only
- 17% Other Commercial Test
- 9% Observation
- 17% Undecided
- 58% No Response

13. Non NTE Content Tested (5)

- 20% Reading
- 20% Mathematics
- 0% Humanistic Prof. Studies
- 0% Behavioral Prof. Studies
- 20% Curriculum
- 20% Teaching Methods
- 0% Specialty Area
- 0% Speech
- 20% Prof. Education Core
- 20% Classroom Management
- 20% Writing (Essay)
- 20% Writing (Objective)
- 40% Undecided

[1] These states are still undecided as to whether or not they will initiate a teacher-competency examination program. In time, some may and others may not.

[2] The numbers in parentheses refer to the number of states that answered the question. The percentages were computed using the total number (12) of states considering a program except for the final question where N=3.

[3] The one state planning to test principals will require a score of 44 or more on the Miller Analogies Test plus passing an oral and written examination (unspecified as to content).

TABLE 4 (Continued)

14. Retakes Allowed?
    9% Yes
    50% Undecided
    41% No Response

15. Years to Pass Test?
    39% Two
    91% Undecided/NA

16. OBSERVATION (3 states contemplating but undecided)

a.	When?	Undecided (100)
b.	How Many Times?	Undecided (100)
c.	Who? (1)	Principal (33) Peer Teacher (33) External Evaluator (33)
d.	Post-Cert. Teachers? (3)	Contemplated (33) Undecided (33)
e.	Who? (3)	Principal (33) Undecided (33)
f.	Why? (3)	Undecided (100)
g.	Shared with Teachers?	Yes (67) No (33)
h.	What stressed?	Both strengths and weaknesses (67) Undecided (33)

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